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ABSTRACT

Prior to the beginning of the Mexican War of Independence in 1810, California was under Spanish rule. Mexico controlled California in 1822, beginning the Rancho period. The Mexican governors distributed large tracts of land to people of influence. Ranching conditions were almost perfect because the climate was mild enough to allow animals to live throughout the year with little shelter. In this unit, students will describe how the Rancho period of settlement left its mark on the development of the local community. Suggested time for unit implementation is 3 weeks. The content is rancho-specific to Rancho San Pedro, and an asterisk in the text indicates areas where resources for a different rancho or community needs to be inserted. The lesson plan provides teacher background; lists focus questions; and gives additional information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." Assessment opportunities are embedded in the curriculum and occur throughout the unit. The focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested in the lesson. Listed are resources for the sample topic. Additional information, maps, and sample worksheets are appended. (BT)

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CALIFORNIA History-Social Science
Course Models

The Rancho Period (Rancho San Pedro)

Grade 3 Model Lesson for Unit 4, Standard 3

Written by Mark Bourgeois with Dr. Priscilla Porter and Dr. Judd Grenier

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1999

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Unit 4: The Rancho Period (Rancho San Pedro)

Standard 3: Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including the cultural and religious traditions of the different groups

2. the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship

3. why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

Sample Topic

Suggested Time: 3 weeks

The newcomers who settled here; how individuals and families contributed to the founding and development of the community and the economies established by the settlers. The focus is on the Rancho Period.

Written by Mark Bourgeois, Bonita Street School, Los Angeles Unified School District in conjunction with Dr. Priscilla Porter and Dr. Judd Grenier under the auspices of the Center for History-Social Science Education at California State University, Dominguez Hills

Description of Unit: Using historical resources, students will describe how the Rancho period of settlement left its mark on the development of the local community.

Teacher Background

The Mexican War for Independence began in 1810. Prior to this time, California was under Spanish rule. Mexico took control over California in 1822, beginning the Rancho period. The processing and exporting of cow hides and tallow (fat used in the making of soap and candles) was the primary economic activity of the Californios (the name given to the people living in Alta California during this time period). This pastoral economy flourished, especially after the new government opened the ports of Monterey and San Diego to foreign trade. The Mexican governors began to distribute the large tracts of land to people of influence. Ranching conditions were almost perfect. The climate was mild enough to allow animals to live throughout the year with little shelter. The small band of 200 cattle brought to California by Gaspar de Portola's expedition, and the few that survived the overland trek with Anza's party, provided the original stock from which the local herds developed. These cattle yielded hides and tallow in abundance for export. No widespread planting of crops occurred on the ranchos.

***Note: The following content in this section is rancho-specific to Rancho San Pedro. Revise the Teacher Background section to reflect a rancho located in or near your community. An * in the text indicates areas where resources for your community need to be inserted. The mission era is not covered in this unit; however, this would be an appropriate time to insert the study of a local mission.**

The focus in Unit 4 was on the early explorers and the first settlers to the Los Angeles area. In 1542, the Spanish explorer, Juan Cabrillo, anchored his ship in what is now the Los Angeles Harbor and described the area as the "Bay of Many Smokes" due to the combination of fog and Native American campfires. On November 26, 1602, the explorer, Sebastian Vizcaino, entered the same bay and named it San Pedro because he entered the bay on St. Peter's Day. (It is interesting to note that the Spanish had reached California in the 1500s while the Pilgrims did not set foot on Plymouth Rock until 1620.) In 1769, an expeditionary force was sent north from Baja California to establish new colonies in Alta California. Captain Gaspar de Portola, who led the expedition, was under orders to establish two permanent settlements. Also on this expedition were Fr. Junipero Serra, Pedro Fages (chief aide to Portola), and among others, the soldier named Juan Jose Dominguez.

In 1784 Fages , who was now Governor, made land grants not to exceed three square leagues. Less than thirty land grants were ceded during the Spanish period. After the establishment of the Mexican Republic in 1821, the number of land grants increased. By 1830 there were some fifty private ranchos in California. Any Mexican of good character, or any foreigner willing to become naturalized and to accept the Catholic faith, might petition for as much as eleven square leagues, or nearly 50,000 acres. The growth of the Rancho period occurred during the thirteen year period between the secularization of the California missions by the Mexican government in 1833 and occupation of the province by the Americans.

Juan Jose Dominguez was an ordinary soldier, a "leatherjacket". After his arrival in Alta California, he stayed in the army another 13 years. In 1782, at the age of 59, he retired from military life and turned his attention toward building his herd of livestock. Dominguez needed land for his cattle to graze upon so he sent a petition to his old commander, Lt. Pedro Fages, who was now Governor of California, requesting permission to use the land that he located south of the pueblo of Los Angeles. In 1784, the Governor granted him permission to use the land due to Juan's years of service in the military. It was the first Spanish land grant in California. The Rancho spread over 76,000 acres and was named Rancho San Pedro.

Juan Jose Dominguez, who never married, died in 1809, leaving the Rancho to his nephew, Cristobal Dominguez. The Rancho, however, was left in the care of Manuel Gutierrez (the overseer or manager), who controlled the Rancho for many years. During that time Gutierrez granted grazing privileges on the Palos Verdes Peninsula to Jose Dolores Sepulveda, whose family name is familiar to us today. When California came under Mexican rule, the Governor Jose Figueroa ruled that this land of the Palos Verdes Peninsula belonged to the Sepulvedas due to their long occupancy of the land. More than 31,000 acres, about 40% of the original San Pedro Rancho, was lost to the Sepulvedas.

Cristobal's son, Manuel Dominguez, took over the Rancho at the age of 22. Manuel built an adobe home on Dominguez Hill that was completed in 1827. The Dominguez Adobe still stands today and can be visited at 18127 South Alameda, Rancho Dominguez 90220 (just south of the Alameda exit on the 91 freeway) in the Carson/Compton area. (310) 631-5981.

Focus Questions

1. What is a rancho?
2. What did the ranchos contribute to the economic development of our area?
3. What was life like on a rancho?

Beginning the Topic

Shared Reading: Read aloud *The House on Maple Street* by Bonnie Pryor. This story traces the history of a community and how that community changed over time.

Duplicate copies of the Chronology Cards from *The House on Maple Street* (Appendix 1). The events are not listed in the proper order. Have groups of students work together to place each of the events in the order they occurred in the story. If desired, put each event on a large sentence strip and do the activity as a total class. Revisit the story with the students to confirm the correct order. The correct order is:

1. Three hundred years ago there was no house here or even a street. There was only a forest and a bubbling spring where the animals came to drink.
2. People came, following the buffalo herd. They set up their tepees near the stream, and because they liked it so much, they stayed for the whole summer.

3. A wagon train passed by, heading for California. The settlers stopped beside the stream for a night.
4. The man cut down trees and made a house. He pulled up the stumps left from the fire and planted his crops.
5. Now people lived on the farm. It was the schoolteacher and his family, and they sold much of the land to others.
6. So they hired carpenters and masons to build a cozy home of red bricks with white trim.

Quick Talk: Have students work with a partner to respond to the following prompts. Student volunteers may share their responses with the whole group.

- What do you think was the biggest change that happened to the area around Maple Street?
- What do you think you would you see from the front of your house if your neighborhood suddenly looked as it did 300 years ago? 100 years ago? 50 years ago? 10 years ago?

KWL Chart

Ask students, "What do you Know about the history of our community? What do you Want to find out about the history of our community? (Note: Update this chart throughout Units 5 and 6 as students Learn about the history of the local community.) Create one large class chart and, if desired, have students keep individual charts.

What do we Know	What do we Want to Learn?	What did we Learn?

Developing the Topic

In the story *The House on Maple Street*, Chrissy and Jenny and their dog named Maggie found two artifacts, an ancient arrowhead and a broken china cup. Ask the students:

- What could the cup and the arrowhead tell the children about the past?
- How do we know about the past history of our community?

One way we learn things about history is by looking at artifacts. Explain that artifacts are objects produced or shaped by humans, especially a tool or a weapon, or an ornament of archaeological or historical interest. In this unit we are going to study about the Rancho period of our community's history. To begin with, we will look at some artifacts to see what they can tell us about life on a rancho.

Focus Questions: What is a rancho? What did the ranchos contribute to the

economic development of our area?

Rancho Culture Chart/Artifacts and Documents
Provide student groups of four with bags containing objects that may have been utilized during the Rancho Period. Examples of items that may be included are:

•cow hide (leather)	•candle	•toy horse	•toy cow
•carne seca (beef jerky)	•branding iron	•corn	•tortillas
•diseno	•bridle	•reata (rope)	•rosary
•adobe brick (clay)	•sombrero	•cross	•tallow

Pictures, photos, or photocopies of these objects may also be used. Have the students predict how these items might have been used during the rancho period and then put them into categories which can be found on the "Rancho Graphic Organizer" (Appendix 2).

Category	Life on a Rancho
Name and Location of Rancho	
Food	
Clothing	
Types of Shelter	
Types of Tools Used	
Types of Transportation	
Jobs (roles)	
Elements of the Economy	
Religion	
Entertainment/Customs	

Throughout the remainder of the unit, have students add information to the graphic organizer.

Rancho Maps
***Locate maps showing the location of the rancho in or near your community.** Provide students with a copy of the Rancho map. For example, duplicate copies of "The Old Spanish and Mexican Ranchos of Los Angeles County" from the Title Insurance Company of Los Angeles (Appendix 3). Determine the location of the Rancho in or near your community. Look for other familiar names.

Pass out copies of a contemporary map of your county or region. (Note: The *Guide to Metropolitan Los Angeles* map from AAA works well for this activity.) Compare and contrast the Rancho map with the modern day map. Do any of the original Rancho names still exist today? Look for specific examples such as Cerritos, Palos Verdes, Redondo.

Note: Refer to Appendix 3 for "Notes on the Cities of the Original Rancho San Pedro", for information about the development of the communities located on former Rancho San Pedro lands.

***Note: Adapt the Student Reader to a rancho in or near your community.**
Read aloud together paragraphs 1 to 3 of the Student Reader (Refer to Appendix 14). It tells about the early years of the Rancho San Pedro and Juan Jose Dominguez.

On the graphic organizer, record information about the name and location of the rancho located in or near your community.

Add the year 1784 to the community timeline as the date Juan Jose Dominguez received his land grant. (Note: It is important that students continue to add to the timeline as they progress through the history of the local community.)

Finish reading page 1 of the Student Text (Refer to Appendix 14). Record information about the types of shelter found on a rancho on the graphic organizer. (Teacher Background: The ranchero often built a huge house called a hacienda. It had living quarters for the ranchero and his family, as well as quarters for the servants, and for workshops and warehouses. Ranchero families were usually very large. At age 14 or 15, girls often married men who were in their twenties or older. In many of these marriages there were 10 or more children. There were almost no schools in early California so most of the children could not read or write. Some rancheros hired tutors to teach the children.)

***Locate information about the growth and development of the rancho in or near your community.**
Read page 2 of the Student Reader. Ask questions such as:

- Who was Cristobal Dominguez?
- What happened to the Rancho San Pedro when Juan Jose Dominguez died?"

Discuss the role of Manuel Gutierrez and how Juan Sepulveda took 31,000 acres (40%) of the Rancho away from the Dominguez family. Record appropriate dates on the Community Time Line.

Disenos
Under the Spanish, a diseno, or map, was drawn to show the distinctive landmarks and natural boundaries of a piece of land. Precise measurements were still unavailable. Using a reata, a fifty-foot of rope, a vaquero would walk or ride his horse trailing the rope on the ground and maintaining as straight a line as possible. This type of survey was used to determine the boundary line between Rancho San Pedro and Rancho Los Palos Verdes, as recorded on April 23, 1841. Natural landmarks, such as a hilltop, a creek bed or arroyo, isolated trees, clumps of cacti, and even skulls of cattle set in piles of stones or set in a tree stump, were usually indicated in a diseno. Ask students what the disadvantages might be for using natural landmarks?

***Locate a copy of a diseno of a rancho in or near your community.**
Duplicate a copy of the original grant or diseno of the Rancho in or near your community

(Appendix 4). It would also be useful to make an overhead transparency of the map. Although it is difficult to read, ask students to identify any physical or human features visible on the map.

Have students read the section on "Disenos (Maps) of the Rancho" on page 3 of the Student Reader (Refer to the Appendix 14).

One of the natural boundary markers used for the Rancho San Pedro, other than riverbeds or shorelines, is still in existence today. This is a large sycamore tree on the north boundary line, used as a base point in both the Spanish and Mexican surveys. It was designated as Station Number One in the official American survey of the Rancho. The sycamore is sixty feet in height and more than six feet in diameter at its base, and it is estimated to be well over 200 years old. It was known in later years as the "Eagle Tree," because a family of eagles formerly nested in its higher branches. It is located on the right-of-way at the intersection of Poppy and Short Streets in the City of Compton (Refer to the Supplemental Materials).

To better understand the concept of the diseno, have the students draw a diseno from the vantage point of the center of the school playground. Include natural boundaries such as trees, mountains, the local hills, rivers, large rocks, etc. Refer to Appendix 5 for additional directions for "Doing a Diseno". Have students create a Spanish name for their Rancho. List some Spanish names on the chalkboard to help them. If desired, show the location of their adobe home on the diseno. Draw the diseno on a brown paper bag and then crumple the bag to give it an "old" look. You can dip it in weak tea to make it look more like parchment paper.

Measurement with a Reata

Reatas are braided leather ropes used as a lariat or lasso by the vaqueros (cowboys) to rope cattle or horses. They were also used to measure the perimeter of the rancho in order to draw a diseno. A ranchero or ranchera (ranch owner) would measure the land carefully using a reata fifty feet long. Two people were needed. One held the end of the rope while the other rode out to the end of it on horseback, making certain the reata was straight. The process was repeated until the rancho was measured. The number of rope lengths were then counted to determine the distance. This measurement was "less than accurate" and caused extensive litigation later on.

Have students play the role of a vaquero and measure the land of your school playground using a reata. Thick yarn or roving can be used to make a reata. Cut lengths of 3 colors of roving about 40" long. Each student needs three lengths, one of each color. Knot the three lengths of yarn together at one end. Pass out a set of yarn to each student. Pin or tape one set to the chalkboard so you can model how to braid. Have the students tie the knotted end to a chair so both their hands are free to braid the lengths. Tell the students to separate the colors – yellow to the left, orange in the middle, and brown to the right (or whatever colors you use.) Use the color names to help the students know which length to braid as you demonstrate. The reatas should be braided tightly. Working with a partner is helpful. Once the reatas are finished and tied off at the bottom, take your students out to the playground to measure its length and width using their reatas. It is helpful to provide students an outline of the playground that can be used to record the measurements (Appendix 6).

The Economy of the Rancho - Cattle Hides

Referring back to the Rancho map, ask "How do you think the families of the ranchos used the land to meet their basic needs?" Inform students that most rancho families utilized the land in the

early years for cattle raising. In later years it was often used for agriculture (farming), and more recently for industrial and residential purposes.

Many ranchos were hundreds of acres in size. On such ranchos the ranchero might hire as many as 100 workers to do the work of the rancho. Usually the workers were Indians who had been trained at the missions, which were now secularized. The Indians worked as vaqueros (cowboys), usually with a foreman called a mayordomo, Others worked as house servants, harness makers, tanners and carpenters. Help students record information about jobs on the rancho on their graphic organizer (Appendix 2.)

Cattle were the mainstay of the rancho economy. They were an important source of meat for food. In addition, ranchers tanned their hides to be made into saddles, shoes, harnesses, and reatas. Tallow was melted down for fat to make candles and soap. The hides were used as money. They were traded for supplies brought from the east coast of the United States. Each dried steer hide, referred to as a "California bank note," was worth approximately one dollar. The rancheros traded the hides for goods they could not make themselves such as silk, shoes, and china. The hides were then taken to factories on the east coast and turned into leather goods which were often sold to the rancheros as finished products.

Cattle Brands

Because the cattle roamed freely, they needed to be marked so that everyone would know which animals belonged to which ranch. This marking, called a brand, was burned into the hair of the animal's hip. The branding irons were made by a blacksmith (herrero) who heated the iron in a forge until it became red hot and pliable. The blacksmith would then bend the iron into the shape of the brand. Branding irons usually had very long handles so that the vaqueros would not burn their hands when they heated the irons in the fire and so they could keep their distance from the flaying legs of a captured calf. Brands were recorded and registered with the government.

Have students read the section on "Cattle Brands" on page 3 of the Student Reader. (Refer to the Appendix 14.) The Dominguez family acquired some three thousand head of cattle and more than one thousand horses. The Dominguez herds were divided among Manuel and his two brothers, Pedro and Nasario. Each brother developed his own brand for the cattle. Explain that fencing was not available so the cattle roamed freely on the land. The brand of Manuel was a simple lemon-shaped design. Each member of the family had his or her own brand. Using the overhead projector, show students a transparency of the Dominguez family brands. (Refer to Appendix 7 for a sample of some cattle brands and a sample cattle registration form.)

Have students create a cattle brand for their rancho. Brands are usually made up of letters, numbers, characters (symbols) or a combination of the three. If a letter is too tired to stand and "lies" on its side, it is called "lazy." A letter that is slanted or in an angular position is known as "tumbling." A letter that is curved at the end is spoken of as "running." A brand can be designed using cord or thick string glued onto a piece of cardboard in a design of the student's own creation. After the glue dries, the brands can be dipped in tempera paint and pressed onto paper. Have students write a descriptive paragraph describing the natural features of the rancho and what the name of the rancho and the cattle brand symbolize. Design a scoring guide together to determine what should be included in the descriptive paragraph.

Read aloud the rest of the student reader. It deals with life on a Rancho, as well as the hide and tallow trade. Record new information learned on the Rancho graphic organizer (Appendix 2.)

Guided Role Play
After reading the student text, lead a guided role play about the hide and tallow trade. Let students assume the roles of those involved in this trade including those who loaded the hides and tallow onto the carretas, the ranchero, and the ship's captain.

Focus Question: What was life like on a rancho?

Rancho Needs and Wants Brainstorm
Divide students into groups of four. Assign each group is a different role of either a ranchero, a ranchera, a child or a vaquero. Ask each group to brainstorm a list of needs and wants for the role that they were assigned. Students prioritize the 5 most important needs that their group selected, as well as the 2 most desired wants. Students present their list to the class with an explanation as to why they selected those items.

Life on the Rancho
As you share some of the following information about life on a rancho, help students record appropriate notes on their graphic organizer (Appendix 2). They may also want to revise some of the items on their "wants and needs list."

Supplies of clothing and other manufactured articles were always in short supply on the rancho. When women could not get shoes, silk stockings, and other articles of clothing such as a rebozo or mantilla, they learned to do without.

There were almost no schools in California so most of the children did not learn to read and write. Often discharged soldiers would become teachers. Their only qualifications would be an ability to read, write, and do arithmetic.

Picnics, or meriendas, were popular. The ranchero would ride his horse and the women or children might arrive in a two-wheeled cart (carretas) pulled by oxen. The meriendas featured foods such as carne asada (roasted beef), roasted chicken, enchiladas, tamales, and tortillas.

In spring, soon after the calves were born, all the cattle were rounded up and sorted according to their brands. Since the calves were still with their mothers, it was easy to see to which ranch they belonged, so they could be branded. The animals that were to be killed for their meat, hides, and tallow were separated from the rest of the herd. A special type of rodeo, called a matanza, was held each year to kill the cattle for their hides and tallow. On the large ranchos, sometimes a thousand head of cattle were killed at a single mantanza. Often only the hide and tallow were taken and the rest of the carcass and some of the meat were left to decay on the range. Since many ranchos worked together at roundup time, it became a time of celebration with fiestas, barbecues, and dancing the jarabe or fandango.

Frida Maria
Show the cover of the book, *Frida Maria*, by Deborah Nourse Lattimore. Ask students:

- What do you see on the cover? What is the title? Who is the author?

- Who do you think is the owner of the fan? What is a fan used for?
- What is meant by the "a story of the old Southwest?
- When do you think this story takes place? How do you know?

Read page 1. Ask the students what they think a fiesta is. Why do you think Frida Maria can hardly wait? Observe the details of the clothing and the architecture in the illustration. Discuss Frida's full name.

As you read the rest of the book, have the students help you make a list of any information provided in the story that tells what happens at a fiesta. Some examples include: invitations, food, decorations, dances and songs, horse race, dresses, jarabe (dance), play guitar. Carefully study the illustrations for additional clues about the clothing worn, the architecture, the art, and types of artifacts. You may also want to keep a list of the Spanish words and their meanings.

Recognizing Historical Fact and Fiction

Read the author's note. Explain that Frida Maria is a fictional person. The story did not actually happen, but the book does contain some factual information about life on a rancho. Return to the text and ask the students which parts of the story are historically accurate (can be proven) and which ones are part of the fictional story. Create a chart that may include some of the following:

Historical Fact	Historical Fiction
Fiestas were held on ranchos	Specific characters in the story
Fiestas included food, dances and songs	Frida sewed her dress and made it into pants
A horse race might be held at a fiesta	Frida rode Diablo and won the race
A hot, dry, Santa Ana wind might blow	

Dialogue and Quotations

The story *Frida Maria* is filled with dialogue and quotations. Return to the story and look for dialogue written with quotations. Look for the different formats used for quotations. Determine how to identify the person who is doing the speaking.

Make a list of the characters in the story with dialogue (Frida Maria, Tio Narizo, Mama, Cook, Marta, Mercedes, and Don Ramon.) Ask students if they think the characters actually said these words or if the dialogue was created by the author. Why do they think so?

Reader's Theater

If desired, work together with the students to create a Reader's Theater for the story. The simplest way to adapt a short story for a Reader's Theater is to leave the original text intact and divide it so that one reader is the narrator while the other readers perform the dialogue for the characters. Nametags are helpful. Movement, gestures, staging, costumes and simple props can enhance the production although in a Reader's Theater, the characters usually do not "act" out

their parts. Traditional Reader's Theater performers normally do not look at each other, instead they project the reading "into" or beyond the audience. This is known as "off stage focus." When characters are "on stage", they face the audience; when "off-stage" they do not leave the stage but simply turn their backs. An extension activity would be to do a skill lesson on the use of quotation marks and have students practice writing dialogue.

Culminating the Topic

Time Travel Passport

Tell students that they are going to imagine they are riding in a time machine that will take them back in time to their destination – a California rancho. Students may choose a specific year from 1784 to 1860 in which they will visit the Rancho. Provide students with a copy of the Time Travel Passport (Appendix 8) and have them complete the pertinent information.

Brainstorm with the students what they might see and do during the year of their Time Travel. Select a specific year and using a copy of Time Travel Log (Appendix 9), model how to record observations of the time travel to the Rancho in words and drawings.

Provide students with a copy of the Time Travel Log. Completion of the log is a prewriting brainstorming activity for the story students will write about their adventure (see below). Remind students that they should plan to bring back an artifact from the Rancho that helps show an aspect of rancho culture.

Story about Time Travel Journey

Using the information from the Time Travel Log (Appendix 9) as their prewriting, have students follow the stages of the writing process to write a first-person speech for the Time Traveler's Society about their journey. Students share their written account with the class and orally share the artifact they brought back with them.

Prompt: You are (tense) a modern day time traveler (role). Write a first-person story (form) for a speech to the Time Traveler's Society (audience) describing your adventure. Include information from your Time Travel Log.

This is an example of a RAFT writing assignment. Each letter in RAFT stands for a part of a writing prompt: **R**ole, **A**udience, **F**orm, **T**ense. Use the RAFT to develop a rubric assessment to check for understanding of this historical time period. When developing a rubric with your students, include the following categories:

Development of historical ideas
- always stays on the historical topic
- uses many important historical facts and reasons to support ideas
- shows an understanding of the historical time period

Historical Accuracy
- has no historical mistakes

Organization and Communication

is very well organized
has a clear beginning, middle, and end (if appropriate)
makes excellent sense
responds to all parts of the prompt
the ROLE is clearly identified
the ROLE is consistent
the AUDIENCE is clearly identified
the prescribed FORM is followed
the appropriate TENSE is used
attention to mechanics

Our Community Through Time History Book

Using the Rancho Graphic Organizer, have students complete page 5, The Rancho Period, for the "Our Community History Through Time History Book". In the center of the page, students draw a map showing the relative location of the local rancho. The symbolic border should include pictures of artifacts to illustrate things learned during the unit.

Community Time Line

Record any pertinent dates from the Rancho Period on the time line for your community.

Building an Historical Narrative for Our Community

Following the same format used in Unit 1 for the imaginary community, have the students begin to develop an historical narrative for your community. Use the information included on the "Key People in our Community" chart and the "Key Events in Our Community." This project will be completed in Unit 6. At this point, students should include their ideas in note form:

- How did our community get its name?
- What natural and man-made features are found in our community?
- How did our community develop over time? (For example, originally there was no man-made harbor, but today there is.)
- Who are some of the key people who helped shape the development of our community? (For example, "Manuel Dominguez developed the economic growth of Rancho San Pedro."
- What were some of the major events that happened in our community? (For example, Our city was incorporated in 1968.)
- How did these events affect the people of our community? (For example, "Carson was able to determine its future.")

Key People and Key Events

Continue to add to the "Key People in Our Community" chart and the "Key Events in Our Community" chart begun in Unit 1. (Refer to Appendix 10.)

Rancho Days

Culminate the unit with a Rancho Days celebration. Students and the teacher wear simple costumes typical of the Rancho period or that show our Spanish and Mexican heritage. Sample foods such as tortillas, chips, salsa, and beef jerky could be served.

Sample activities could include:

- Students learn how the rancheros and their rancho workers made candles and adobe bricks.
- Students enter their previously made brand into the official registry by dipping their brand in tempera and printing their brand onto chart paper with all of the other brands.
- Students learn to lasso by throwing rope around toy cow and how to play horseshoes.
- Students learn how to dance the jarabe or fandango and sing songs of the period.

Have adult volunteers help with the celebration as groups of students rotate from one activity to the next. Refer to Appendix 11 for a sample Rancho Days Celebration brochure.

Assessment

Assessment opportunities are embedded in the curriculum and occur throughout the unit. The focus questions provide a framework for the evaluation of the unit. Student work to be assessed includes:

- sort artifacts typical of the Rancho Period and predict their use as food, clothing, housing, tools, etc.
- read maps for specific information, including a diseno, a map of local ranchos (such as the Old Spanish and Mexican Ranchos of Los Angeles County)
- compare and contrast rancho maps with contemporary maps of the local area
- draw a diseno including natural boundaries and other identifying marks
- name a rancho and design an appropriate cattle brand for it
- write a descriptive paragraph describing the rancho's natural features and what the cattle brand symbolizes
- read the Student Text for specific content information
- record pertinent information on the Rancho Graphic Organizer
- participate in a role play about the hide and tallow trade
- brainstorm a list of needs and wants of either a ranchero, a ranchera, a child, or a vaquero
- complete a Time Travel Passport (Appendix 8)
- use a copy of the completed Time Travel Log (Appendix 9) to write a first-person story about the time travel journey
- orally share the artifact brought back from the time travel
- complete page 5 of the Our Community Through Time History Book to reflect the concepts learned about the Rancho Period, including a map and a symbolic border
- add dates and information about the Rancho Period to the Community History timeline
- add Key Events and Key People related to the local rancho to the Community Chart.
- begin the construction of an historical narrative about the local community, including:
  - How did our community get its name?
  - What natural and man-made features are found in our community?

- How did our community develop over time?
- Who are some of the key people who helped shape the development of our community?
- What were some of the major events that happened in our community?
- How did these events affect the people of our community?

- Participate in the Rancho Days Celebration

Extended and Correlated Activities

Rancho Diversification Matrix: Students complete a matrix (Appendix 12) based upon information about a rancho in or near their community.

Rancho Activities Matrix

	Year Introduced to Rancho	Reason for Introduction to Rancho	Product	What Done With Product
Cattle				
Sheep				
Grains				
Dairy				

Agriculture Research Project

Ask students to survey their backyard and the backyard of their neighbors to see what, if any, type of food is being grown or raised in their neighborhood. Have students share their findings with the class.

Use the Rancho Activities Matrix completed above to help students each select an area of agriculture (cattle, sheep, grains, or dairy-farming) that he or she would like to research. Students use encyclopedias and other resources to research their topics.

Each report should include:

title page

table of contents
description of the type of agriculture (cattle, sheep, grains, dairy farming)
the products that result from the type of agriculture
U.S. map showing where the type of agriculture is concentrated today
historical connection to the Rancho
recipe using a related product
an advertisement for a related product
list of the resources used

Refer to Appendix 13 for an Agriculture Research Report Assignment Guide.

Log on to the Internet

A sample of sites about ranchos include:

http://carson.csudh.edu/SpanishRanchoHeritage.htm
http://carson.csudh.edu/RanchoDominguez.htm
http://carson.csudh.edu/NativeAmericanPast.htm

Field Trip to an Adobe

A field trip to a local rancho or adobe would be very worthwhile for the students to see the adobe and all of its primary sources and artifacts.

Read Aloud Literature

There are not many children's literature books available specifically for the Rancho Period. *Anita of Rancho Del Mar*, by Elaine O'Brien, is about a young girl's life on a Santa Barbara Rancho. It provides a good picture to the students of many of the issues that people faced on their rancho.

Resources for the Sample Topic

Bauer, Helen, *California Rancho Days*. Sacramento, CA: California State Department of Education. 1957. This book is an excellent resource for your classroom. It provides great descriptions of the rancho period in California.

Crawford, C.M., *The Storied Past of the Rancho San Pedro*, Dominguez Estate Company, Dominguez, 1955. This booklet provides a nice summary of the Rancho San Pedro from its beginning through the 1950s.

California State University, Dominguez Hills. University Archives: The archives include an extensive collection of photographs and primary source materials related to Rancho San Pedro. Photocopy services are available.

Gillingham, Robert C., *The Rancho San Pedro*, Cole-Holmquist Press, 1961, 2nd edition compiled and edited by Judd Grenier, 1983. A very complete history of the Rancho San Pedro and the Dominguez Family. This resource is a necessity.

Grenier, Judson, *California Legacy: The Watson Family*. Carson, CA: Watson Land Company. 1987. This book provides valuable information and photographs regarding the Dominguez family with emphasis on the James Watson-Dolores Dominguez Family.

**Lattimore, Deborah Nourse, *Frida Maria, A Story of the Old Southwest*. San Diego, CA:Voyager Books (Harcourt Brace & Company). 1994. ISBN 0-15-201515-9. This picture book is about a young, independent girl during the Rancho Period at fiesta time. A fun story with lively illustrations, it is full of dialogue and Spanish words.

Mason, William M., *Early Dominguez Families and Settlement of the Rancho San Pedro*. Carson, CA: California State University, Dominguez Hills. 1991. This booklet provides excellent information about Cristobal and Manuel Dominguez.

O'Brien, Elaine F., *Anita of Rancho Del Mar*. Santa Barbara: Fithian Press. 1991. This book is a fictionalized account of a young girl's life on a Santa Barbara Rancho. The portrayal of life on a rancho is historically accurate.

**Pryor, Bonnie, *The House on Maple Street*. New York: Mulberry Books (William Morrow & Co.) 1987. ISBN 0-688-12031-8. Two girls discover an ancient arrowhead and a broken china cup and begin to wonder where they came from. This book traces the history of a neighborhood going back for 300 years. It is great to discuss the theme of continuity and change.

Rolle, Andrew. *California – A History*. 5th Edition. Wheeling, Illinois: Harlan Davidson, Inc. 1998. ISBN 0-88295-943-3. This easy-read overview of California's history is a recommended resource for any teacher of local history or California history.

Silverman, Jim. *Rancho Boy Juan Alvarado*. Sonoma, CA: Kids History. 1982. This small booklet provides an account of rancho life and the struggles during the Mexican Period. It is an easy-to-read book written in both English and Spanish.

Appendix 1

Chronology Cards - *House on Maple Street*

- **A wagon train passed by, heading for California. The settlers stopped beside the stream for a night.**

- **Three hundred years ago, there was no house here or even a street. There was only a forest and a bubbling spring where the animals came to drink.**

- **So they hired carpenters and masons to build a cozy home of red bricks with white trim.**

- **People came, following the buffalo herd. They set up their teepees near the stream, and because they liked it so much, they stayed for the whole summer.**

- **Now people lived on the farm. It was the schoolteacher and his family, and they sold much of the land to others.**

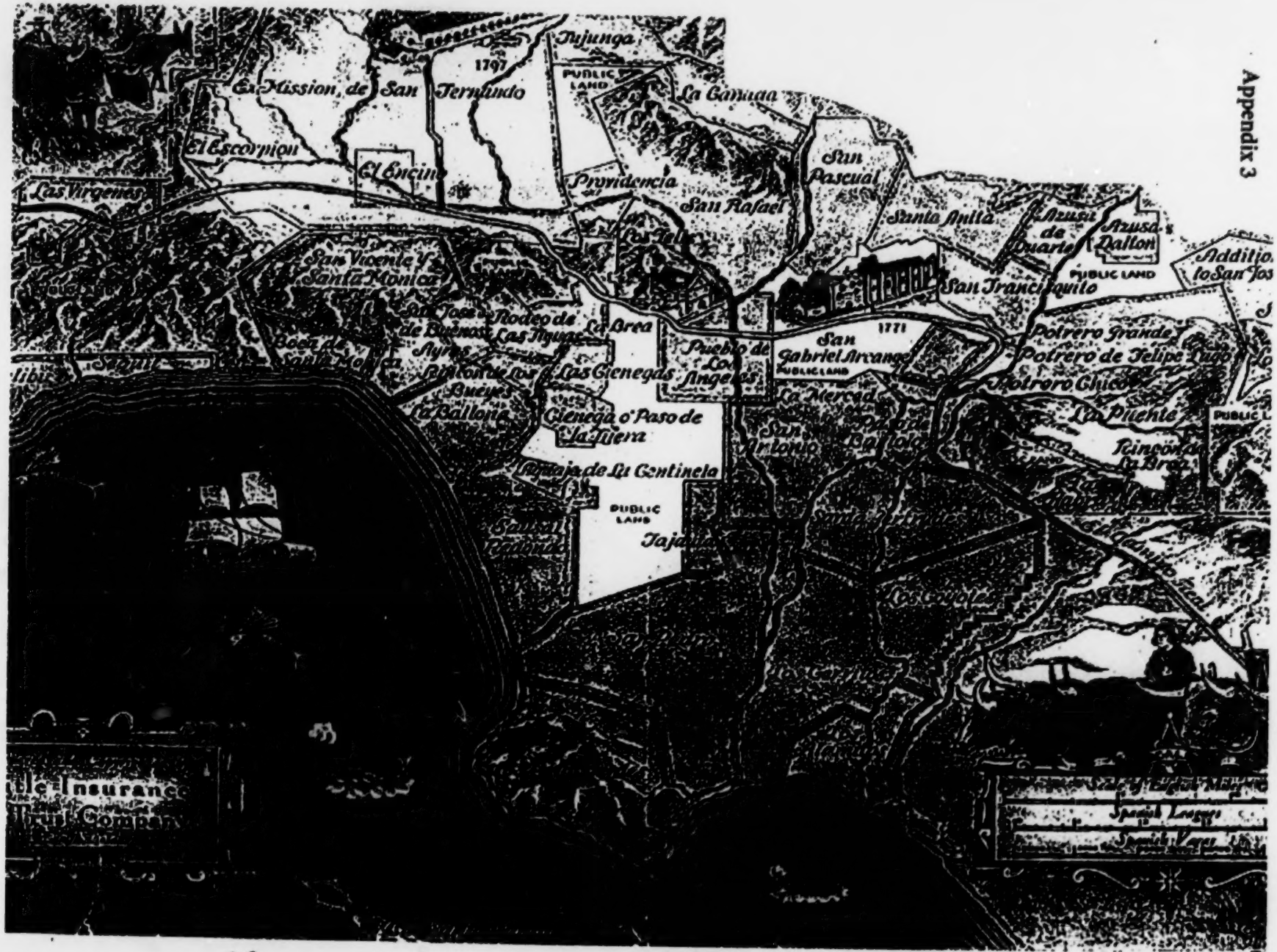
- **The man cut down trees and made a house. He pulled up the stumps left from the fire and planted his crops.**

Appendix 2

Rancho Graphic Organizer

Category	Life on a Rancho
Name and Location of Rancho	
Food	
Clothing	
Types of Shelter	
Types of Tools Used	
Types of Transportation	
Jobs (Roles)	
Elements of the Economy	
Religion	
Entertainment/Customs	

Name _____ Date _____



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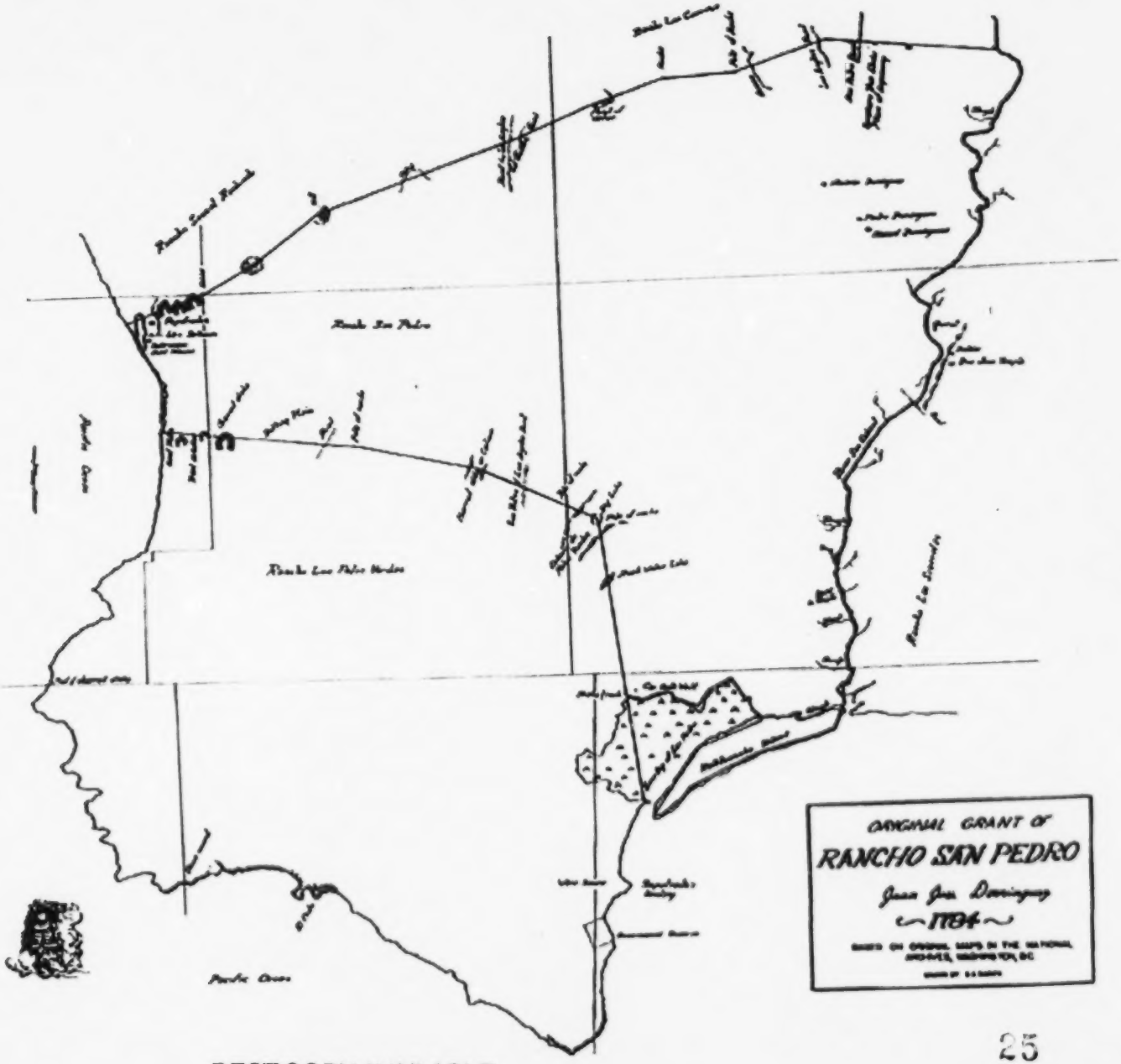

Appendix 4

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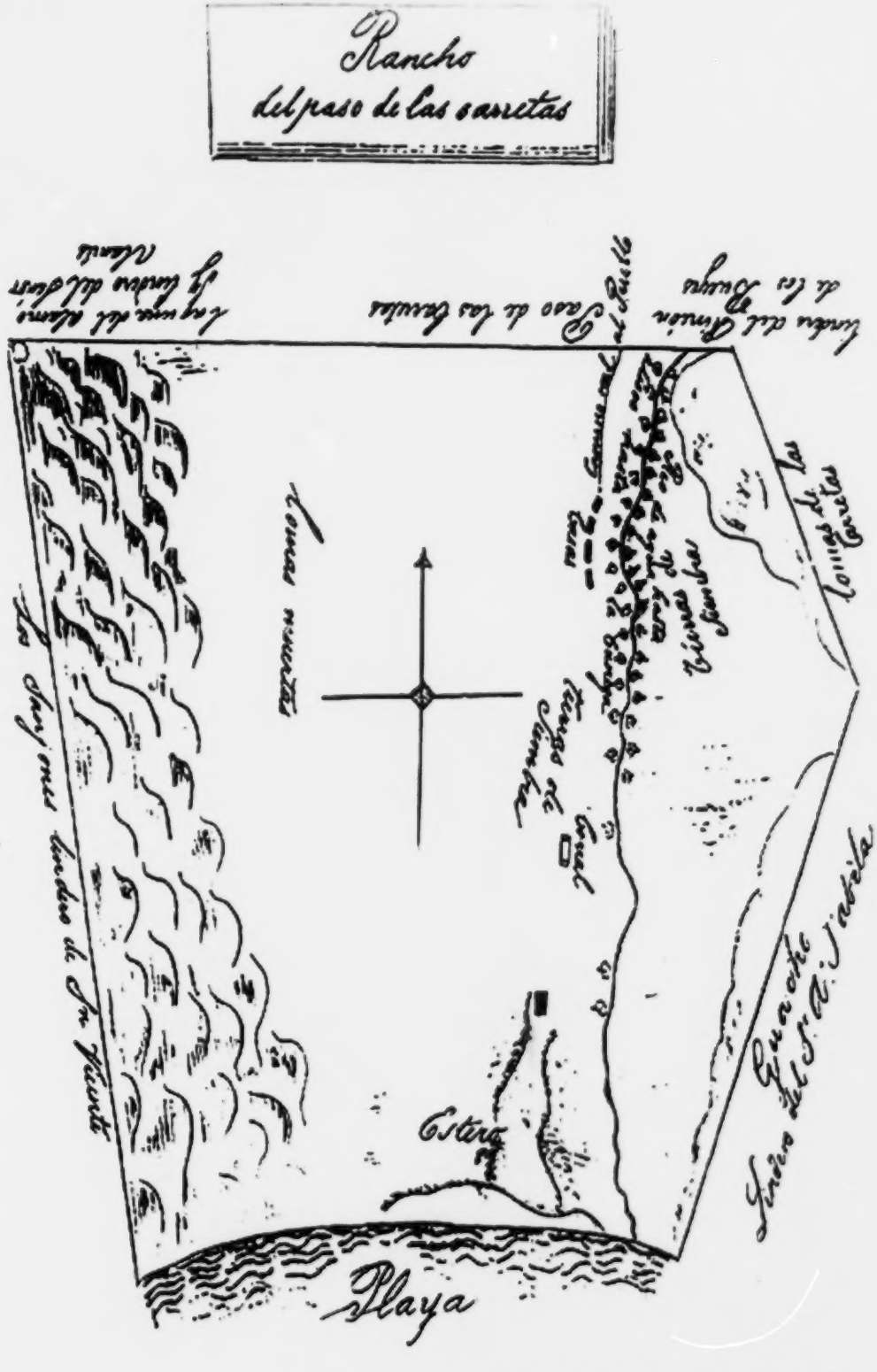

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DOING A DISEÑO

You have decided to petition the governor of California under Mexico for a grant of the land. Along with the petition, you must submit a diseno (drawing of a piece of land). How to do it?

1. Make a "vista de ojos" (survey by eye) by walking over the area.

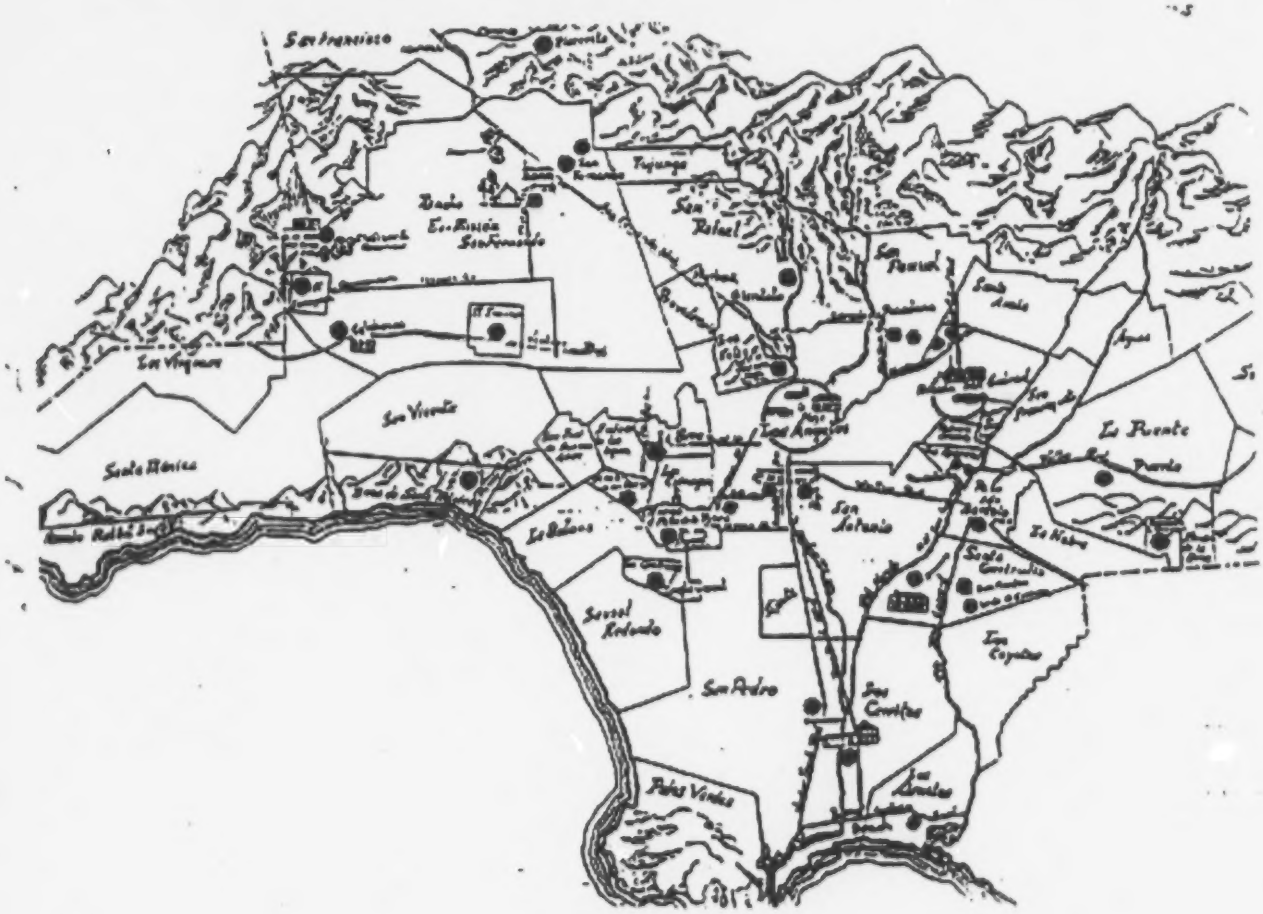
2. Locate some obvious landmarks, such as creeks, hills, canyons, large trees and boulders. Measure the distances between them in "varas" (33.37 inches, a little less than 3 feet.) You need not be exact.

3. Take a pad of paper, a pencil, and a compass to a height of land.

4. Standing there, draw by eye, as much to scale as possible, the topography of the surrounding 10-15 square miles.

5. Put on your map the landmarks you previously identified.

The governor will respond by granting you a "concedo," or provisional ownership. Now, within a year, you must build and occupy a house and a corral, stock the land with cattle, and plant something. No fence may interrupt traffic on a public road.



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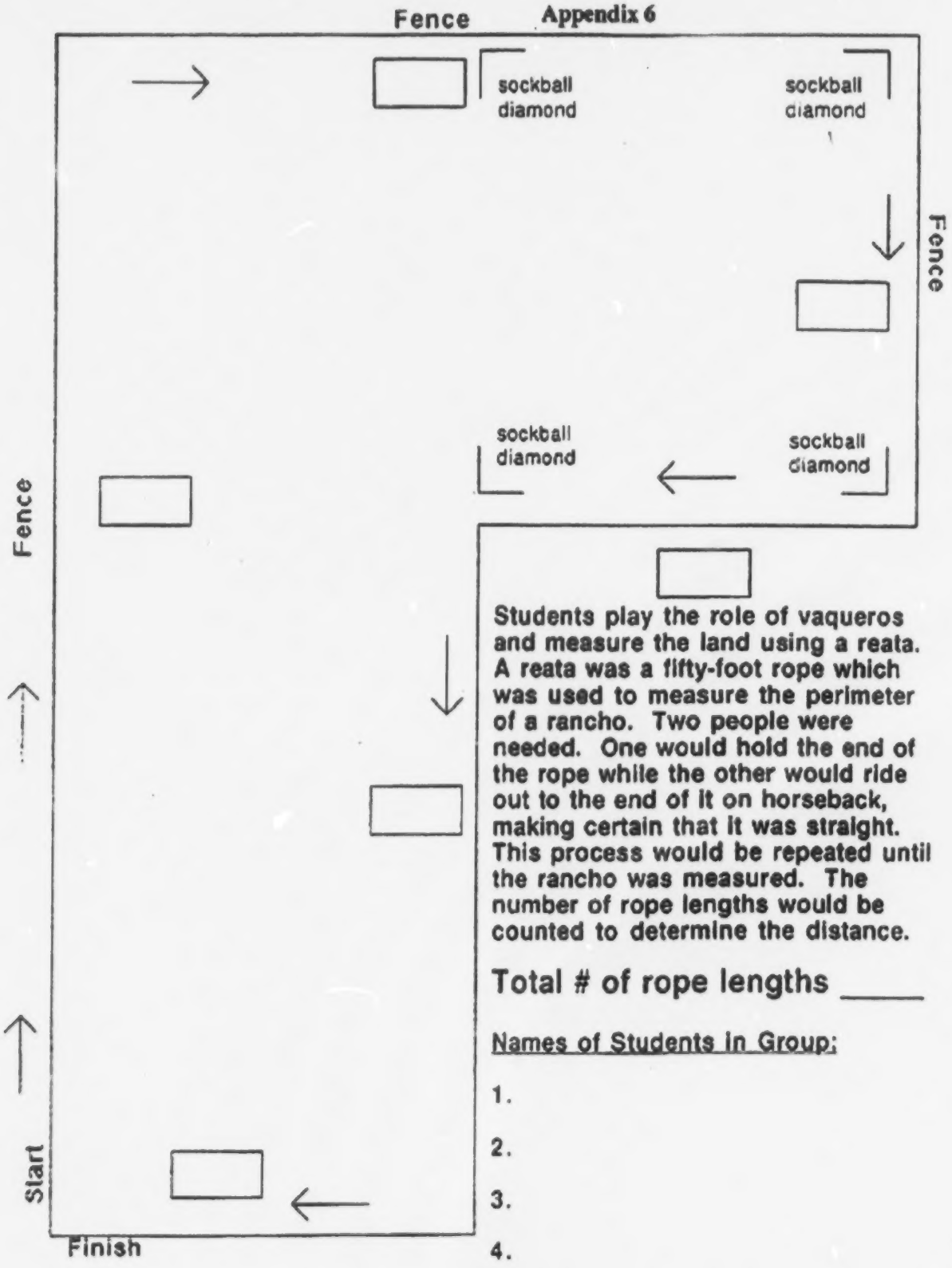
Appendix 6



Students play the role of vaqueros and measure the land using a reata. A reata was a fifty-foot rope which was used to measure the perimeter of a rancho. Two people were needed. One would hold the end of the rope while the other would ride out to the end of it on horseback, making certain that it was straight. This process would be repeated until the rancho was measured. The number of rope lengths would be counted to determine the distance.

Total # of rope lengths _____

Names of Students in Group:

1.

2.

3.

4.

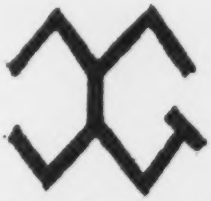
Appendix 7

CATTLE BRANDS OF THE DOMINGUEZ FAMILY

II. BRANDS OF OTHER MEMBERS OF THE FAMILY

NASARIO DOMINGUEZ
(BROTHER OF MANUEL)

PEDRO DOMINGUEZ
(BROTHER OF MANUEL)



MARIA ENGRACIA COTA
de DOMINGUEZ
(WIFE OF MANUEL)

DOLORES DOMINGUEZ
(DAUGHTER OF MANUEL)

GUADALUPE DOMINGUEZ
(DAUGHTER OF MANUEL)

SOURCE: BRANDS + COUNTER-BRANDS
RECORDER'S OFFICE
LOS ANGELES COUNTY
BOOKS 1, 2, 3.

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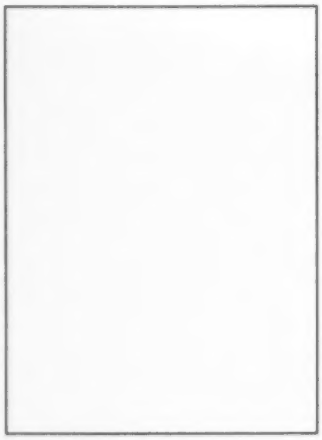
Appendix 8

Time Travel
Passport

United States
Of America

Fingerprint



Photograph

Name:_____
Date of Birth:_____
Country of Citizenship:_____
Century of Citizenship:_____

This passport entitles
The bearer to travel through
time to

_____
(place)

in the year

_____
(year)

Expires: _____
(date assignment due)

Appendix 9

_____Time Travel Log

(your name)

1. **Where did you go?**

_____

_____

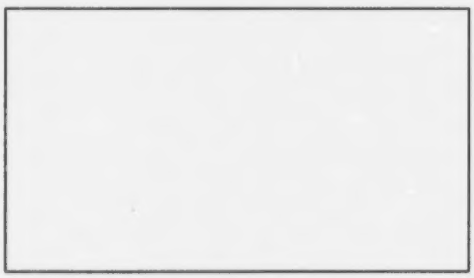
2. **What year was it?** _____

3. **What did you see?**

_____

_____

_____

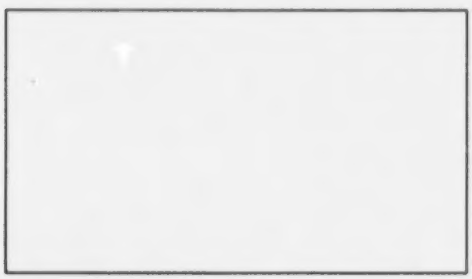


4. **Whom did you meet?**

_____

_____

_____



5. **What artifact did you take with you?**

_____

_____

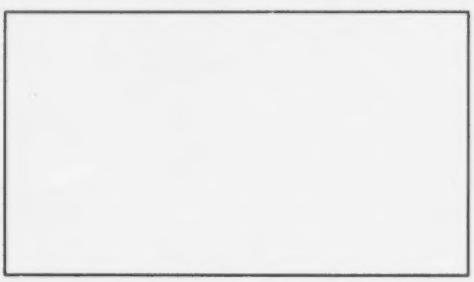
_____

6. **What artifact did you bring back?**

_____

_____

_____



Appendix 10

Our Community Chart

Events in Our Community

In the Past	Today

Key People in Our Community

In the Past	Today

How does our community preserve the legacy of historic figures and events?

Registration of Brand - 1854

Now on this day comes D. Manuel Dominguez and tenders the Mark and Brand on the Margin as the Mark and Brand assumed by him and having examined the records of Marks and Brands and Recorded Brands and finding therefrom that they are unlike any other in the County and as far as my knowledge extends are different from any in the State.

I therefore record them as the lawful Mark and Brand of the said Manuel Dominguez this 29th day of June A.D. 1854

John W. Shore
Recorder.

Estado de California
Condado de Los Angeles

Yo John W. Shore registrador del condado de Los Angeles por las presentes certifico que la marca que antecede es dibujada fiel y exactamente del fierro y señal de Don Manuel Dominguez segun han sido registradas por mi en el libro de registro de fierros y señales para el condado arriba mencionado.

En testimonio de lo cual firmo con mi puño y sello de oficio en la ciudad de Los Angeles hoy dia 30 de Junio de 1854.

John W. Shore
Registrador.

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WORKSHOP REGISTRATION

Student Name _____

Room #_____

9:10 AM - 10:10 AM
Workshop I

Name

Rm #

Teacher

10:45 AM - 11:45 AM
Workshop II

Name

Rm#

Teacher

MINI - CONFERENCE

This mini-conference will focus on the days and times of California Rancho Days.

During the celebration of Rancho Days there are eight workshops.

FOOD

RANCHO DAYS FOOD SAMPLING

Frijoles Dip

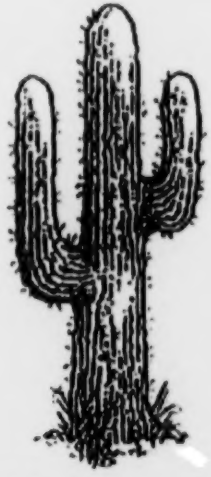
Tortillas

Tortilla Chips

Salsa

Guacomole Dip

Raw Hide Punch



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Ranchos and Rancheros

Appendix 11

Dolores Street School
Rancho Days
Mini-Conference

Appendix 12

Rancho Activities Matrix

	Year Introduced to Rancho	Reason for Introduction	Product	What done with product
Cattle				
Sheep				
Grains				
Dairy				

Appendix 13

Agriculture Research Project

Select one of the agricultural products raised on the Rancho - cattle, sheep, grains, dairy cattle.

My name _____

Product I will research _____

Use encyclopedias and other resources to research your topic.

Each report should include:

title page
table of contents
description of the type of agriculture (cattle, sheep, grains, dairy farming)
the products that result from the type of agriculture U.S. map showing where the type of agriculture is concentrated today
historical connection to the Rancho recipe using a related product
an advertisement for a related product list of the resources you used

Due date: _____

Appendix 14

Rancho Student Reader

When Spain ruled California, large pieces of land were given to soldiers. These were called land grants. After Mexico won her independence from Spain, many more land grants were awarded. To be granted a rancho, a man or woman had to be a Mexican citizen and a Roman Catholic. The person asking for a land grant would petition the governor. In the petition, the person needed to include the amount of land requested and its location. The petitioner had to also include a map of the land that showed boundaries and landmarks such as trees, a nver or stream-bed, hills, and even skulls of cattle set in piles of stones. These maps were called disenos.

The land was measured by the vaqueros (cowboys) who used a fifty-foot long reata (rope) made of leather. Two people were needed. One held the end of the rope while the other rode on horseback to the end of the reata, making sure it was straight. The process was then repeated until the perimeter of the rancho was measured. The number of rope lengths was counted to determine the distance.

The main business of the rancho was raising cattle. Since the cattle herds roamed freely over the land, the rancheros had to design a cattle brand to identify their cattle. The vaqueros of the ranchos burned the brand into the hides of the cattle. All brands had to be listed in the Book of Registry.

Rancheros raised cattle for their hides and for their fat, which was called tallow. The cattle hides were used for leather products, and the tallow was used to make soap and candles. The rancheros traded their hides and tallow for other goods, not for money. This is called the barter system.

When a ship arrived at the port, the rancheros would have their hides and tallow loaded onto the carretas, which are a type of ox-drawn cart. The carretas were taken down to the seashore to be unloaded. Large ships from the East Coast of the United States and from other countries were offshore loaded with items the Californios needed. These ships would contain things such as food, tools, clothing, silk, furniture, liquor, jewelry, sugar and spices, which in turn would be traded for the hides and the tallow. The rancheros were always happy to see these ships arrive as they contained things that they not only needed but also desired.

Once a year in the spring, the ranchos held a rodeo or roundup. Everyone from all the neighboring ranchos gathered together. The vaqueros gathered all the cattle and separated them by their brands. Unbranded calves were branded by their owners. Animals that were to be killed for their meat, hides, and tallow were separated and the rest of the herd was turned loose for another year.

When the rodeo was over, the rancheros and their families had a fiesta or party. Actually, any special occasion was a good excuse to hold a fiesta. Guests came from neighboring ranchos. Often a fiesta began in church. Afterward there were good dinners, then games, sports, music and dancing. The fiesta lasted several days. If the distance home was too great, the guests stayed all night and returned home the next day. When traveling, the men and most of the young people rode horses, while the elderly and children rode in carretas.

The children of the rancho were sometimes taught to read and write by a member of the family or one of the priests. Girls were taught how to take care of the house. The boys were taught by their fathers to ride horseback and to run a rancho. Sometimes, the boys spent part of their time as soldiers in the presidios or forts. The Spanish people thought that it was important to be a good Christian and to be a good citizen. Children were taught to be truthful, to keep their promises, to be kind and to be polite.